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ABSTRACT

Evaluation of the coordination of vocational education and programs provided under the Job Training Partnership Act (JTPA) included a survey of Florida's 24 service delivery areas (SDAs). The assessment was designed to provide a "snapshot" of the services provided to JTPA clients through educational institutions and on-the-job training (OJT) and requested information regarding services provided under Titles IIA, IIB, and III. Twenty respondents reported service to 66,588 clients. Of these clients, 9.8 percent participated in OJT. Half of the reporting Private Industry Councils made no use of private educational institutions to serve Title IIA clients. Public educational institutions were extensively used to provide services to Title IIA clients at the secondary and postsecondary levels. Provision of educational services to Title IIB clients in private educational institutions was extremely rare; most educational services were provided through public high schools. Of Title III clients, 879 received services through private postsecondary educational institutions; 5,066 were served through public postsecondary educational institutions. JTPA clients selected four general groups of programs: medical, heavy equipment, business and clerical, and computer skills. Federal, state, infrastructure, policy, and turf barriers were identified. (Seven pages of narrative information is supplemented with a list and map of Florida's SDAs, 11 tables with survey responses, and the survey instrument.) (YLB)

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ED 360 562

A Survey of Educational Services Provided to JTPA Clients in Florida's Service Delivery Areas

July 1, 1991 - June 30, 1992

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Florida Council on Vocational Education

June 1993

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A SURVEY OF EDUCATIONAL SERVICES PROVIDED TO JTPA CLIENTS IN FLORIDA'S SERVICE DELIVERY AREAS

July 1, 1991 — June 30, 1992

FLORIDA COUNCIL ON VOCATIONAL EDUCATION

June 1993

Copies of this report are available upon request from:

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Preface

The Florida Council on Vocational Education (F/COVE) maintains that all Floridians have the right to high quality and effective vocational education programs. The Council provides guidance to the State Board for Vocational Education on policy matters which will ensure that vocational education programs, services, and activities are available to all persons who need and can benefit from them.

The thirteen members of F/COVE, who are appointed by the State Board for Vocational Education, and the fourteenth member, who is selected by the Council's Executive Committee to represent Florida's vocational education students, provide the Council with a broad range of expertise and experience in both public and private sectors.

One of the responsibilities given to each state council on vocational education by the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 is to evaluate "(i) the extent to which vocational education, employment and training programs in the State represent a consistent, integrated, and coordinated approach to meeting the economic needs of the State, (ii) the vocational education program delivery system assisted under this Act, and the job training program delivery system assisted under the Job Training Partnership Act, in terms of such delivery systems' adequacy and effectiveness in achieving the purpose of the 2 Acts, and (iii) make recommendations to the State board on the adequacy and effectiveness of the coordination that takes place between vocational education and the Job Training Partnership Act." Therefore, the Council conducted a survey of education services provided to Job Training Partnership Act clients through public and private educational institutions and on-the-job training programs.

It is the desire of the Florida Council on Vocational Education that this paper and accompanying recommendations will aid in ensuring that the educational needs of economically disadvantaged youth and adults and dislocated workers are met in Florida.

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A SURVEY OF EDUCATIONAL SERVICES PROVIDED TO JTPA CLIENTS IN FLORIDA'S SERVICE DELIVERY AREAS

Introduction

As part of the effort to evaluate the coordination of vocational education and programs provided under the Job Training Partnership Act (JTPA), the Florida Council on Vocational Education disseminated a survey (Appendix B) to the administrative offices of each of Florida's 24 service delivery area (SDAs) that provided services to clients during the past program year (July 1991 - June 1992). The brief survey was designed to provide a "snapshot" of the services provided to JTPA clients through educational institutions and on-the-job training. The survey requested information regarding services provided under Title IIA, Title IIB, and Title III.

Title IIA was designed to serve economically disadvantaged individuals, including youths and adults. Individuals who are classified as "hard-to-serve" receive primary consideration. In addition to economic disadvantage, individuals may be designated as "hard-to-serve" if they are basic skills deficient, have disabilities, are former offenders, are homeless, or are dropouts. Other categories of disadvantage may be recognized at the discretion of the governor. Title II has since been amended to create a separate part, Title IIC, for youths and restricting Title IIA to those 22 years of age and older. However, the effects of those changes are not yet measurable by survey.

Title IIB is dedicated to Summer Youth employment and training programs. Its purpose is to enhance the basic educational skills of youths, to encourage school completion or enrollment in supplementary or alternative school programs, to provide eligible youths with exposure to the world of work, and to enhance the citizenship skills of youths.

Title III provides employment and training assistance for dislocated workers.

The survey was distributed through the postal service in January 1993. Two-thirds (66.67 percent) of the SDA offices responded to the initial request. In March, facsimile transmissions were made to the nonresponding offices. Four additional responses were received, raising the response rate to 83 percent. SDAs from which no response has yet been received include SDA 8 (Citrus, Hernando, Levy, Marion, and Sumter counties), SDA 10 (Seminole County), SDA 14 (Hillsborough

County), and SDA 24 (Dade and Monroe counties). The Council notes that SDA 24 was the site of the landfall of Hurricane Andrew, which may account for that private industry council not responding to the survey. Also, SDA 8 at the time of the survey was being divided into two SDAs, as Citrus and Hernando counties split off to form SDA 25. This may have provided the staff of the PIC with considerable distraction.

In initiating the survey, the Florida Council on Vocational Education had two major objectives:

1. To obtain a statewide profile of the workings of the JTPA in terms of the educational services provided to clients;

2. To identify barriers to cooperation between vocational education and JTPA programs that might exist on the local, state, or national level.

Results

The returned surveys revealed considerable variation throughout the state. Considering the ethnic and geographic diversity in Florida, this was not surprising. Percentages given are percentages of all JTPA clients in each SDA and, where indicated, statewide.

The 20 respondents reported service to 66,588 clients, collectively. Of these, 9.8 percent participated in on-the-job training (OJT), statewide. Percentages of OJT participants in individual service delivery areas varied from 0 percent in Orange and Osceola counties to 34 percent in Escambia County for Title IIA clients. Only two SDAs placed Title IIB clients in OJT. Placement of Title III clients in OJT did not exceed 8 percent.

Title IIA clients receiving services of private educational institutions numbered less than 4 percent, statewide. Half of the reporting private industry councils made no use of private educational institutions. In the other half, client participation ranged from 0.1 percent to a high of 18.4 percent. All such services were rendered by postsecondary institutions.

By contrast, public educational institutions were extensively used to provide services to Title II A clients at both the secondary and postsecondary levels, throughout the state. All responding SDAs provided postsecondary education to some of their Title IIA clients and all but three provided secondary educational services at public institutions. Ranges of clients served in individual SDAs were 0 to 42 percent for high schools, 0 to 21 percent for area vocational-technical centers, 0 to 20 percent for community colleges, and 0 to 1 percent for colleges and universities.

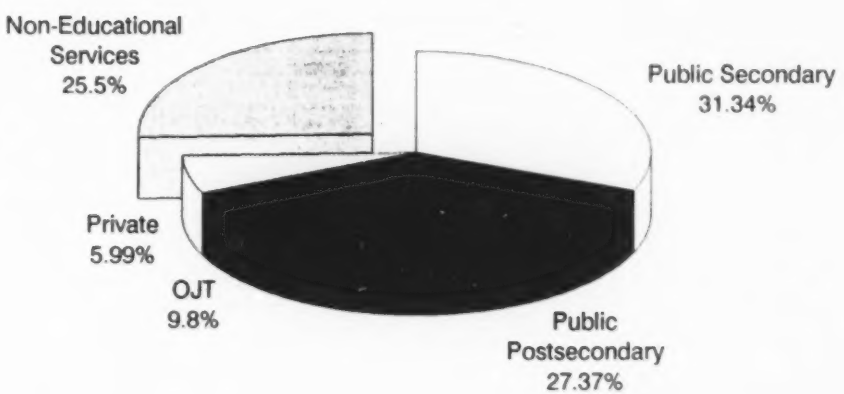
The provision of educational services to Title IIB clients in private educational institutions was extremely rare. Only four of the responding SDAs reported using private sources, of which the most common were private training companies or remediation contractors. Of these four, two also used proprietary postsecondary schools to serve their clients.

As expected, most educational services provided to Title IIB clients were provided through public high schools. One-half of the respondents also placed IIB clients in programs provided by area vocational-technical centers and/or community colleges. In three cases, public colleges and universities served clients.

With few exceptions, service to Title III clients at private postsecondary institutions was concentrated in South Florida, reaching its highest level, 6.4 percent of SDA clients, in Broward County. In contrast, public postsecondary institutions, including adult education centers, area vocational-technical centers, community and junior colleges, and colleges and universities were used to provide services to Title III clients throughout the state. In all, 879 Title III clients received services through private postsecondary educational institutions, while 5,066 were served through public postsecondary educational institutions.

As the following figure shows, approximately three quarters of JTPA clients receive structured services to enhance their future occupational performance through public educational institutions, private educational institutions, or on-the-job training.

Educational Services to JTPA Clients



Preparation Programs

Although a considerable variety of programs are selected by JTPA clients, four general groups seem to be heavily favored at both public and private institutions. These are medical, heavy equipment, business and clerical, and computer skills. In addition, GED preparation/dropout retrieval programs are popular in the public institutions.

The medical fields most prominently mentioned include those that prepare students for careers as dental hygienist, registered nurse, licensed practical nurse, and certified nursing assistant.

Heavy equipment programs include those dealing with the operation or the repair of construction equipment. Commercial vehicle driving and automobile repair round out this category.

Business and clerical programs are popular for future office workers. Some computer skills programs are designed for the same goal, emphasizing the use of word processors. Others are electronic data processing oriented.

The mirroring of certain types of programs in both the public and private sectors may indicate that SDA personnel are turning to the private sector when the carrying capacity of the public sector programs is exceeded. This deduction is substantiated by the testimony included in the "barriers" responses.

Barriers

Responses to the request for information on barriers to cooperation can be sorted into five basic categories. These are barriers created in federal law and regulation, barriers created by Florida law, barriers of infrastructural capacity, barriers of education policy, and turf barriers. It must also be noted that six of the respondents reported that they experience no barriers. That is a clear indication of the significance of local conditions.

Federal barriers. In addition to the six SDAs who reported an absence of barriers, five additional SDAs reported that the only barriers they experienced were rooted in federal law and regulation. Chiefly, they involve trying to see that the mandated procedures and paperwork are completed. There are also restrictions on equipment use. Furthermore there are differing definitions of success held by the Labor and Education departments.

Florida barriers. Two SDAs reported the basic skills exit requirement to be a barrier in getting a client trained and employed quickly. This requirement is established by the state government--not without cause.

Infrastructure barriers. Seven SDAs reported that the public education system, with its limited resources, could not provide sufficient access to programs with either a short duration or that result in jobs that pay well, preferably both. Long waiting lists were repeatedly noted.

Policy barriers. These barriers included inflexible scheduling, limited entry times, lack of weekend and evening offerings, instructional styles, and mainstreaming.

Turf barriers. Though not widely reported, some turf barriers are almost certain to emerge from time to time. One that was reported concerned whether the SDA personnel or the educational institution personnel would make counseling and program change decisions for an enrolled client. Another referred to insufficient tuition reimbursements given for early program dropouts.

A list and map of Florida's service delivery areas and the survey responses follow in table form.

Florida's Job Training Partnership Act Service Delivery Areas
July 1991 - June 1992

SDA	Counties Comprising the Service Delivery Area
1	Escambia
2	Okaloosa, Walton, and Santa Rosa
3	Bay, Calhoun, Gulf, Franklin, Jackson, Holmes, Liberty, and Washington
4	Gadsden, Jefferson, Leon, and Wakulla
5	Alachua, Bradford, Columbia, Gilchrist, Dixie, Hamilton, Lafayette, Madison, Suwanee, Taylor, and Union
6	Duval
7	Baker, Clay, Nassau, Putnam, and St. Johns
8	Citrus, Hernando, Levy, Marion, and Sumter
9	Flagler, Lake, and Volusia
10	Seminole
11	Orange and Osceola
12	Brevard
13	Pasco
14	Hillsborough
15	Pinellas
16	The City of Tampa
17	Manatee and Sarasota
18	DeSoto, Hardee, Highlands, Polk, and Okeechobee
19	Indian River, Martin, and St. Lucie
20	Charlotte, Collier, Glades, and Hendry
21	Lee
22	Palm Beach
23	Broward
24	Dade and Monroe

Florida's Job Training Partnership Act Service Delivery Areas
July 1991 - June 1992

Source: Florida Occupational Information System
Florida Department of Labor and Employment Security

TABLE 1

Number of JTPA Clients Served
by Service Delivery Area
July 1, 1991 - June 30, 1992

SDA	Number of Clients Served
1	4,764
2	2,148
3	3,700
4	1,497
5	2,500
6	6,128
7	1,991
8	*
9	3,277
10	*
11	4,759
12	1,534
13	1,869
14	*
15	2,996
16	5,001
17	1,587
18	5,163
19	3,746
20	1,242
21	1,146
22	6,957
23	4,583
24	*
TOTAL	66,588

** not responding*

TABLE 2

Title IIA, IIB, and Title III Clients Placed in On-the-Job Training (OJT): Numbers and Percentages

SDA	Title IIA		Title IIB		Title III	
1	1,607	[34%]	1,100	[23%]	389	[8%]
2	62	[2.9%]	0		12	[0.56%]
3	500	[13.5%]	0		130	[3.5%]
4	8	[0.53%]	0		1	[0.07%]
5						
6	869	[14.18%]	0		98	[1.6%]
7	61	[3%]	0		42	[2%]
8						
9	100	[3%]	0		9	[0.3%]
10						
11	0		0		17	[0.36%]
12	198	[13%]	0		30	[1.95%]
13	7	[0.37%]	0		4	[0.2%]
14						
15	6	[0.2%]	0		10	[0.33%]
16	109	[2%]	0		14	[0.28%]
17	85	[5.3%]	20	[1.26%]	10	[0.6%]
18	70	[1.35%]	0		39	[0.75%]
19	237	[6%]	0		44	[1.16%]
20	169	[13.6%]	0		63	[5%]
21	118	[10%]	0		25	[2%]
22	53	[0.76%]	0		12	[0.17%]
23	172	[3.75%]	0		27	[0.6%]
24						
TOTALS	4,431	[6.65%]	1,120	[1.68%]	976	[1.46%]
Range	0 to 34%		0 to 23%		0.07 to 8%	

TABLE 3

Title IIA Clients Enrolled in Public Educational Institutions by Type of Institution

SDA	High Schools	Area Vocational-Technical Centers	Community and Junior Colleges	Colleges and Universities
1	800 [17%]	284 [6%]	385 [8%]	0
2	731 [34%]	160 [7.4%]	150 [7%]	5 [0.23%]
3	950 [26%]	500 [13.5%]	300 [8.1%]	0
4	168 [11.2%]	280 [18.7%]	98 [6.5%]	0
5	400 [16%]	300 [12%]	300 [12%]	0
6	2,582 [42.1%]	0	345 [5.6%]	62 [1%]
7	243 [12%]	298 [15%]	4 [0.2%]	0
8				
9	581 [18%]	81 [2.5%]	440 [13.4%]	0
10				
11	1,243 [26%]	714 [15%]	35 [0.73]	1 [0.02%]
12	0	0	151 [9.8%]	10 [0.65%]
13	252 [13.5%]	184 [10%]	353 [19%]	0
14				
15	130 [4.3%]	647 [21.5%]	22 [0.73%]	0
16	781 [15.62%]	710 [14.2%]	309 [6.2%]	0
17	391 [24.4%]	331 [21%]	0	0
18	1,606 [31%]	428 [8%]	973 [19%]	0
19	305 [8%]	3 [0.07%]	751 [20%]	0
20	0	175 [14%]	0	0
21	0	199 [17%]	31 [2.7%]	0
22	1,342 [19.3%]	868 [12.5%]	114 [1.6%]	2 [0.02%]
23	133 [3%]	313 [7%]	70 [1.5%]	6 [0.13%]
24				
TOTALS	12,638 [19%]	6,475 [9.7%]	4,831 [7.25%]	86 [0.13%]
Range	0 to 42%	0 to 21%	0 to 20%	0 to 1%

TABLE 4

Title IIA Clients Enrolled in Private Educational Institutions by Type of Institution

SDA	Private or Parochial High Schools	Proprietary Postsecondary Business, Technical, or Trade Schools	Private Colleges
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	91 [1.5%]	0
7	0	0	0
8			
9	0	0	0
10			
11	0	200 [4.2%]	5 [0.1%]
12	0	141 [9.2%]	10 [0.65%]
13	0	2 [0.1%]	0
14			
15	0	206 [7%]	0
16	0	0	0
17	0	0	0
18	0	958 [18.4%]	0
19	0	37 [1%]	5 [0.13%]
20	0	5 [0.4%]	1 [0.08%]
21	0	0	0
22	0	580 [8.33%]	0
23	0	37 [0.8%]	3 [0.065%]
		(+230 [5%] *with private contractors*)	
24			
TOTALS	0	2,487 [3.73%]	24 [0.036%]
Range		0 to 18.4%	0 to 0.13%

TABLE 5

Title IIB Clients Enrolled in Public Educational Institutions by Type of Institution

SDA	High Schools	Area Vocational-Technical Centers	Community and Junior Colleges	Colleges and Universities
1	1,025 [21%]	0	75 [1.6%]	0
2	340 [16%]	101 [4.7%]	121 [5.6%]	5 [0.23%]
3	100 [2.7%]	0	0	0
4	30 [2%]	0	0	0
5	350 [14%]	200 [8%]	100 [4%]	0
6	2,582 [42.13%]	0	0	0
7	38 [1.9%]	214 [10.75%]	0	0
8				
9	60 [1.8%]	10 [0.3%]	40 [1.2%]	20 [0.6%]
10				
11	275 [5.8%]	10 [0.21%]	34 [0.7%]	0
12	4 [0.26%]	0	0	0
13	481 [26%]	0	0	0
14				
15	301 [10%]	333 [11%]	0	0
16	988 [20%]	0	0	71 [1.4%]
17	0	0	0	0
18	456 * [9%]	7 [0.13%]	0	0
19	254 [6.7%]	0	245 [6.4%]	0
20				
21	0	84 [7.3%]	0	0
22	900 [13%]	0	0	0
23	50 **[1%]	0	100 [2.2%]	0
24				
TOTALS	8,234 [12.36%]	959 [1.44%]	715 [1.07%]	96 [0.14%]
Range	0 to 42%	0 to 11%	0 to 6.4%	0 to 1.4%

* Includes primary and secondary level students.

** Additionally, 2,236 [49%] students were placed in summer jobs.

TABLE 6

Title IIB Clients Enrolled in Private Educational Institutions by Type of Institution

SDA	Private or Parochial High Schools	Proprietary Postsecondary Business, Technical, or Trade Schools	Private Colleges
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8			
9	0	0	0
10			
11	0	0	0
12	0	0	0
13	0	0	0
14			
15	0	0	140 * [4.7%]
16	0	0	0
17	0	22 [1.4%]	76 [5%]
18	0	72 + [1.4%]	60 * [1%]
19	0	0	0
20			
21	0	0	0
22	0	0	0
23	0	0	230 ** [5%]
24			
TOTALS	0	94 [0.14%]	506 [0.76%]
Range		0 to 1.4%	0 to 5%

* private, proprietary remediation contractors

** private training companies

TABLE 7

Title III Clients Enrolled in Public Educational Institutions by Type of Institution

SDA	High Schools	Area Vocational-Technical Centers	Community and Junior Colleges	Colleges and Universities
1	0	70 [1.5%]	200 [4.2%]	0
2	0	22 [1%]	35 [1.6%]	2 [0.09%]
3	100 [2.7%]	200 [5.4%]	75 [2%]	0
4	1 [0.07%]	78 [5.2%]	30 [2%]	0
5	0	300 [12%]	100 [4%]	0
6	0	0	275 [4.5%]	0
7	2 [0.1%]	33 [1.66%]	20 [1%]	2 [0.1%]
8				
9	2 [0.06%]	6 [0.18%]	70 [2%]	2 [0.06%]
10				
11	64 [1.34%]	598 [12.56%]	38 [0.8%]	5 [0.1%]
12	0	0	99 [6.45%]	0
13	20 [1%]	32 [1.7%]	140 [7.5%]	0
14				
15	0	141 [4.7%]	112 [3.7%]	14 [0.46%]
16	0	77 [1.54]	137 [2.74%]	0
17	0	124 [10%]	9 [0.56%]	0
18	4 [0.08%]	125 [2.4%]	39 [0.75%]	2 [0.04%]
19	21 [0.55%]	1 [0.03%]	105 [2.8%]	0
20	0	62 [5%]	4 [0.32%]	0
21	0	11 [1%]	35 [3%]	1 [0.09%]
22	0	304 [4.4%]	521 [7.5%]	14 [0.2%]
23	0	187 [4%]	299 [6.5%]	96 [2%]
24				
TOTALS	214 [0.32%]	2,371 [3.56%]	2,343 [3.5%]	138 [0.2%]
Range	0 to 2.7%	0 to 12.56%	0.32% to 7.5%	0 to 2%

TABLE 8

Title III Clients Enrolled in Private Educational Institutions by Type of Institution

SDA	Private or Parochial High Schools	Proprietary Postsecondary Business, Technical, or Trade Schools	Private Colleges
1	0	0	0
2	0	0	2 [0.09%]
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	14 [0.22%]
7	0	0	0
8			
9	0	0	0
10			
11	0	5 [0.1%]	2 [0.04%]
12	0	76 [5%]	22 [1.4%]
13	0	0	0
14			
15	0	67 [2.23%]	0
16	0	4 [0.08%]	1 [0.02%]
17	0	8 [0.5%]	1 [0.06%]
18	0	147 [3%]	2 [0.04%]
19	0	17 [0.04]	0
20	0	12 [1%]	0
21	0	24 [2%]	0
22	0	145 [2%]	2 [0.02%]
23	0	292 [6.4%]	36 [0.8%]
24			
TOTALS	0	797 [1.2%]	82 [0.12%]
Range		0 to 6.4%	0 to 1.4%

TABLE 9

Programs Provided by Public Educational Institutions in which JTPA Clients Were Best Served

July 1, 1991 - June 30, 1992

SDA	Programs Identified
1	Occupational/Classroom Training; Youth Competencies/Enhancements; Dropout Retrieval and Prevention
2	Master Apprenticeship (Summer Youth Career Exploration); Youth Career Institutes (Dropout Retrieval); Office Systems Assistance Technology (Specially Designed Skill Training)
3	Haney Area Vocational-Technical Center (General Office Clerk, Refresher, and shared office space); Gulf Coast Community College; Washington-Holmes AVTC; Chipola Junior College
4	Vocational training through vocational-technical center; basic skills through Adult Education Center; academic programs at community colleges
5	Vocational training and placement by community colleges and area vocational-technical centers; in-school academic remediation
6	Duval County School System (Summer Academic Work Program); Florida Community College at Jacksonville (Success Training and Referral System [STARS]; Vocational Classroom Training and Job Placement (Jobs for the Future [JFF]); GED Attainment
7	Training programs that prepare students for the professions of Registered Nurse [RN], Licensed Practical Nurse [LPN], and Certified Nursing Assistant [CNA]
8	Did not respond to survey
9	Classroom training; Dropout prevention
10	Did not respond to survey
11	Commercial Vehicle Driving; Medical Assistant; Health Occupations (e.g., Certified Nursing Assistant)

TABLE 9 continued

Programs Provided by Public Educational Institutions in which JTPA Clients Were Best Served

July 1, 1991 - June 30, 1992

SDA	Programs Identified
12	Brevard Community College (Certified Nursing Assistant)
13	Preparation for Health Occupations (CNA, LPN, RN)
14	Did not respond to survey
15	Area Vocational-Technical Centers (all training); Community Colleges (all training); Alternative Education Centers (High School Basic Education/Pre-employment)
16	Hillsborough County School Board; Hillsborough Community College
17	Did not respond to survey
18	Indian River Community College; South Florida Community College; Polk County Schools
19	Indian River CC (Expanding Horizons and the Clerical Skills Training Program); Martin County Schools (Stuart School of Business)
20	LPN preparation
21	GED Preparation; Basic Skills upgrading; classes in medical fields
22	PALS Literacy Computer Labs (PIC purchased equipment and School Board supplies instructors.); GED Preparation (similar cooperative arrangements with the School Board as illustrated above); Training through Section 123 agreements with Technical Education Centers and Palm Beach Community College
23	Programs in medical fields, industrial fields, and Automobile Repair
24	Did not respond to survey

TABLE 10

Programs Provided by Private Educational Institutions in which JTPA Clients Were Best Served

July 1, 1991 - June 30, 1992

SDA	Programs Identified
1	No private educational institutions were used.
2	No private educational institutions were used.
3	No private educational institutions were used.
4	No private educational institutions were used.
5	No private educational institutions were used.
6	No private educational institutions were used.
7	No private educational institutions were used.
8	Did not respond to survey
9	No private educational institutions were used.
10	Did not respond to survey
11	Truck Driving; Computerized Office Skills; Health Occupations
12	Business Training Institute (Secretarial); Keiser College (Medical Assisting); Phillips Jr. College (Secretarial)
13	No private educational institutions were used.
14	Did not respond to survey
15	RESS (private remediation, youth, IIB); Computer Operations; Clerical
16	No private educational institutions were used.
17	No private educational institutions were used.
18	National Business Institute (Forklift Operation, Commercial Vehicle Driving); Project HOPE
19	Rumac Transportation, Inc.; Treasure Coast Nurse's Assistant Training School, Inc.; Ft. Pierce Beauty Academy
20	BETA Corporation (Better Education and Training for America): clerical, cashier, retail sales
21.	No private educational institutions were used.
22	Ross Technical Institute (Medical Assistant); Nurse Assistant Training School (Certified Nursing Assistant); ITT Technical Institute (Building Maintenance; Computerized Business)
23	Nursing Assistant; Electronics Technician; Computer Skills
24	Did not respond to survey

TABLE 11

Barriers Encountered that Restrict the Usefulness of Public Educational Institutions in Meeting the Goals Established by the Private Industry Council

July 1, 1991 - June 30, 1992

SDA	Identified Barriers
1	Working JTPA policies and procedures in with DOE policies and procedures.
2	Because we have such strong ties with the public educational institutions, we don't experience barriers.
3	No barriers identified.
4	The classes that train for in-demand occupations usually have a waiting list, while other classes are recruiting students.
5	None - nearly <u>all</u> vocational training is being conducted by <u>public</u> education institutions in this area. No private/parochial/proprietary schools have been or are being used.
6	Insufficient funds for the size and quality of programs needed.
7	[1] Within Nursing & LPN programs, demand for training exceeds institutions' facilities to accommodate. [2] Lack of new programs that reflect the dynamics of the labor market. The educational system is slow in responding.
8	Did not respond to survey.
9	Our only barrier is the new law that will prohibit our utilizing all the available in-school programs so that our numbers reflect all that the law tells us.
10	Did not respond to survey.
11	Public educational institutions lack the ability to provide more personal counseling and job search service to Title II clients.

TABLE 11 continued

Barriers Encountered that Restrict the Usefulness of Public Educational Institutions in Meeting the Goals Established by the Private Industry Council
July 1, 1991 - June 30, 1992

SDA	Identified Barriers
12	Times during the year when educational institutions start programs are limited. Lack of competition with vocational-technical centers allows inflexibility.
13	Lack of available training slots in high-demand jobs with good pay (e.g., LPN or RN, Dental Hygiene).
14	Did not respond to survey.
15	[1] Not being able to cross share computer information leads to individuals being lost (i.e., completing vocational training, getting a job, and the PIC not finding out until two months later). [2] The same holds true for potential "dropout" problems (vocational and academic). If the PIC could intervene earlier, possible problems may be dealt with better. [3] Definitions of success being different for educational agencies, as opposed to JTPA agencies, has the potential to result in conflicts of interest.
16	None
17	[1] Internal bureaucracy that is blamed on state or Carl Perkins policies stifles cooperations and results in [2] inflexibility. [3] Some officials at public educational institutions seem to feel that once the JTPA client is enrolled in their institution, they should make all the decisions related to that client (e.g., transfers to other areas of training, counseling needed, and grievances). [4] Insufficiency of infrastructure results in long waits for clients to get into training. [5] The type of training (self-directed) offered by local public institutions is very difficult for our clients.

TABLE 11 continued

Barriers Encountered that Restrict the Usefulness of Public Educational Institutions in Meeting the Goals Established by the Private Industry Council
July 1, 1991 - June 30, 1992

SDA	Identified Barriers
17	These barriers are not consistent at all public education institutions. Some, such as Sarasota County Technical Institute, work well with this SDA.
18	[1] less than satisfactory placement services pertaining to program dropouts; [2] less than satisfactory personal support/counseling available/ provided to participants identified as "hard to serve" to enhance successful program completion; [3] insufficient tuition "reimbursements" given for early program dropouts; [4] mainstreaming; [5] inability, in some cases, to offer programs that attract and serve economically disadvantaged males.
19	[1] Open Entry/Open Exit Concept - Short term training (6 mo. or less) is needed. [2] Evening and weekend training opportunities are needed. [3] Location of training is not usually in neighborhoods where those needing training reside. [4] Training programs for job-specific skills development in demand by the labor market are lacking. [5] There is too much emphasis on academics rather than competency in real job skills. [6] Training based on skill competencies rather than grades is lacking. [7] There is a lack of training facilities that simulate work environment.
20	None
21	No barriers have been encountered that restrict the usefulness of public educational institutions in meeting the goals established by the Lee County Private Industry Council.

TABLE 11 continued

Barriers Encountered that Restrict the Usefulness of Public Educational Institutions in Meeting the Goals Established by the Private Industry Council

July 1, 1991 - June 30, 1992

SDA	Identified Barriers
22	[1] Differing "bottom lines" (e.g., it is in the institution's best interest to keep students while it is in the PIC's best interest to ensure that they complete training in a timely manner and are placed in a training-related job). [2] The institutions are not equipped to deal with PIC paperwork. It has sometimes been difficult to find office space, etc. for outstationed PIC staff.
23	[1] In demand programs have waiting lists for their limited enrollment. [2] The basic skills exit requirement is a barrier to quick completion for our clients. [3] Most of the programs offered by the public educational institutions are too long for poor people.
24	Did not respond to survey

Conclusions

The evidence of the survey responses suggests that, in a majority of cases, the personnel of the Job Training Partnership Act service delivery areas, the school districts, the area vocational-technical centers, the community and junior colleges, and the colleges and universities are effective in coordinating their efforts to provide job preparatory services to eligible clients.

The responses to the request for information about barriers to coordination indicate that the most significant barrier is the inability of the educational system, in some areas, to provide sufficient educational opportunities to meet the needs of JTPA clients quickly. This limitation is directly attributable to a limitation of resources available to the educational system.

The second most widely reported barrier to coordination is rooted in federal regulation. It is related to restrictions of access to equipment acquired with JTPA funds. Current regulatory interpretation prevents local education agencies from using this equipment, after JTPA eligible students have been served, to enhance the educational experiences of other students.

The successful collaboration of JTPA and vocational education program personnel in the SDAs that reported experiencing no barriers indicates that barriers other than the carrying capacity of the educational system can be overcome through increased awareness of the needs, limitations, and procedures that members of the vocational education and JTPA communities experience.

Recommendations

The Florida Council on Vocational Education offers the following recommendations to the State Board for Vocational Education:

1. The State Board for Vocational Education should seek sufficient funding, from state and federal sources, to increase program offerings in areas that have been shown to provide Job Training Partnership Act (JTPA) clients with the skills and knowledge that significantly contribute to their success in the labor market.

2. The State Board for Vocational Education should encourage the Department of Education and the Department of Labor and Employment Security to collaborate in providing technical assistance to service delivery areas in order to enhance cooperation and reduce barriers by drawing on the experiences of private industry council members and staff in service delivery areas where barriers are not in evidence.

3. Recognizing that federal regulations restricting the use of JTPA-provided equipment impose a barrier to the coordination of JTPA and vocational education programs, the State Board for Vocational Education should seek regulatory reform. Regulations should be modified to expand access to JTPA-provided educational equipment, provided that JTPA clients retain priority of service.

4. Whereas information that could have been useful in assessing coordination was not forthcoming from some service delivery areas, the State Board for Vocational Education should encourage the enhancement of the Florida Department of Labor and Employment Security's Management Information System to allow for the state-level tracking of services provided by both public and private agencies to Job Training Partnership Act clients in each service delivery area.

APPENDIX A

Letter of Request for Participation

FLORIDA COUNCIL on VOCATIONAL EDUCATION
Florida Education Center
Tallahassee, Florida 32399-0400
904/488-5308

January 12, 1993

G. Herb Sheheane
Tallahassee
Chairman

Ivonne F. Alexander
Homestead

Jean W. Austell
Jacksonville

Frances Baer
Cocoa

Cynthia Moore Chestnut
Gainesville

Glynn C. Key, Jr.
McDavid

Harold "Chuck" Kronz
Pinellas Park

Carl F. Miller, Jr.
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Russell L. Moncrief
Longwood
Vice Chairman

Jimmy T. Patronis, Jr.
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Charles R. "Chic" Perez
Fort Lauderdale
Past Chairman

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Lowell
Chairman
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Joan Tiller
Orlando
Chairman
Evaluation Committee

James A. Culligan, Ed.D.
Executive Director

1-
2-
3-
4-
5-

6-

On behalf of the Florida Council on Vocational Education I am requesting your assistance. As you know, state councils on vocational education are required by federal law to study the coordination of services provided under the *Job Training Partnership Act* and the *Carl Perkins Vocational and Applied Technology Education Act*.

In order to obtain information to guide our work in this area, we are asking for help from the personnel of each SDA, those of you who work on the "front lines" meeting the challenge to prepare disadvantaged people with needed skills, helpful guidance, and essential support services to enable them to become contributors to the economy. You can help us by completing the brief, enclosed survey. A self-addressed return envelope is also enclosed.

Your assistance will help us formulate a profile of JTPA sponsored activities in Florida. This profile will help us understand how the disadvantaged are being served in our state. Furthermore, in the event that barriers to coordination and cooperation are reported, we will work to help eliminate them.

Thank you for your consideration. Your response by January 29, 1993 will be greatly appreciated!

Sincerely,

B. Joan Tiller
Evaluation Committee Chairman

APPENDIX B

The Survey Instrument

Florida Council on Vocational Education

Survey of Service to JTPA Clients

Please indicate the number of clients served in your SDA during program year 1991. _____

Please indicate the numbers of Title IIA, IIB, and Title III clients placed in OJT.

IIA_____ IIB_____ III_____

Please indicate the number of Title IIA clients enrolled in private educational institutions, by type of institution.

Private or parochial high schools _____

Proprietary postsecondary business, technical, or trade schools _____

Private colleges or universities _____

Please indicate the number of Title IIA clients enrolled in public educational institutions, by type of institution.

High schools _____
Vocational-technical centers _____
Community colleges _____
Universities_____

Please indicate the number of Title IIB clients enrolled in programs provided by private educational institutions, by type of institution.

Private or parochial high schools _____

Proprietary business, technical, or trade schools
_____

Other institutions (please identify)_____
_____

Please indicate the number of Title IIB clients enrolled in programs provided by public educational institutions, by type of institution.

High schools _____
Vocational-technical centers _____
Community Colleges _____
Universities_____

Please indicate the number of Title III clients enrolled in private educational institutions, by type of institution.

Private or parochial high schools _____

Proprietary postsecondary business, technical, or trade schools _____

Private colleges or universities _____

Please indicate the number of Title III clients enrolled in public educational institutions, by type of institution.

Adult education centers _____
Vocational-technical centers _____
Community Colleges _____
Universities_____

Please list the three programs provided by private educational institutions in which JTPA clients have been served best.

_____
_____
_____

Please list the three programs provided by public educational institutions in which JTPA clients have been served best.

_____
_____
_____

What, if any, barriers have you encountered that restrict the usefulness of public educational institutions in meeting the goals established by your Private Industry Council?

FLORIDA DEPARTMENT OF
EDUCATION